



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2011-2012: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2012-2013 NCLB Report Card

School: Conners-Emerson School

SAU: Bar Harbor School Department

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2012-2013 NCLB Report Card



School: Conners-Emerson School
SAU: Bar Harbor School Department
Grade: 03



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	54	54	100	81	81	70	11	70	13	6	54	0	0
	2011-2012	52	52	100	88	88	72	37	52	12	<1	51	1	0
Female	2010-2011	23	23	100	87	87	74	17	70	13	<1			
	2011-2012	28	28	100	79	79	77	36	43	21	<1			
Male	2010-2011	31	31	100	77	77	66	6	71	13	10			
	2011-2012	24	24	100	100	100	68	38	63	<1	<1			
Caucasian/White	2010-2011	48	48	100	81	81	71	10	71	15	4			
	2011-2012	47	47	100	87	87	73	34	53	13	<1			
African American/Black	2010-2011	0	0				43							
	2011-2012	0	0				47							
Hispanic	2010-2011	0	0				60							
	2011-2012	1	1	100			65							
Asian or Pacific Islander	2010-2011	2	2	100			69							
	2011-2012	4	4	100			77							
American Indian or Native Alaskan	2010-2011	2	2	100			67							
	2011-2012	0	0				65							
Economically Disadvantaged	2010-2011	8	8	100			58							
	2011-2012	8	8	100			62							
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	10	10	100	20	20	34	10	10	50	30			
	2011-2012	8	8	100			36							
Limited English Proficient	2010-2011	0	0				39							
	2011-2012	2	2	100			47							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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2012-2013 NCLB Report Card



School: Conners-Emerson School
SAU: Bar Harbor School Department
Grade: 04



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	49	49	100	78	78	67	20	57	16	6	49	0	0
	2011-2012	52	49	94	78	78	71	20	57	8	14	49	0	0
Female	2010-2011	28	28	100	71	71	72	25	46	25	4			
	2011-2012	23	20	87	75	75	75	15	60	15	10			
Male	2010-2011	21	21	100	86	86	63	14	71	5	10			
	2011-2012	29	29	100	79	79	67	24	55	3	17			
Caucasian/White	2010-2011	47	47	100	77	77	68	19	57	17	6			
	2011-2012	48	45	94	78	78	72	20	58	9	13			
African American/Black	2010-2011	0	0				40							
	2011-2012	0	0				42							
Hispanic	2010-2011	0	0				54							
	2011-2012	0	0				60							
Asian or Pacific Islander	2010-2011	1	1	100			67							
	2011-2012	3	3	100			76							
American Indian or Native Alaskan	2010-2011	1	1	100			62							
	2011-2012	1	1	100			57							
Economically Disadvantaged	2010-2011	8	8	100			56							
	2011-2012	8	7	88			60							
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	4	4	100			29							
	2011-2012	9	9	100			35							
Limited English Proficient	2010-2011	1	1	100			43							
	2011-2012	2	2	100			40							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Conners-Emerson School
SAU: Bar Harbor School Department
Grade: 05



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	37	37	100	84	84	70	27	57	14	3	37	0	0
	2011-2012	48	48	100	92	92	68	50	42	8	<1	48	0	0
Female	2010-2011	13	13	100	77	77	75	23	54	15	8			
	2011-2012	28	28	100	89	89	74	50	39	11	<1			
Male	2010-2011	24	24	100	88	88	66	29	58	13	<1			
	2011-2012	20	20	100	95	95	63	50	45	5	<1			
Caucasian/White	2010-2011	30	30	100	83	83	71	23	60	13	3			
	2011-2012	45	45	100	91	91	69	47	44	9	<1			
African American/Black	2010-2011	0	0				48							
	2011-2012	0	0				42							
Hispanic	2010-2011	0	0				65							
	2011-2012	0	0				60							
Asian or Pacific Islander	2010-2011	1	1	100			68							
	2011-2012	3	3	100			75							
American Indian or Native Alaskan	2010-2011	4	4	100			65							
	2011-2012	0	0				48							
Economically Disadvantaged	2010-2011	6	6	100			60							
	2011-2012	4	4	100			57							
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	3	3	100			34							
	2011-2012	3	3	100			30							
Limited English Proficient	2010-2011	1	1	100			46							
	2011-2012	1	1	100			44							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Conners-Emerson School
SAU: Bar Harbor School Department
Grade: 06



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	54	54	100	89	89	72	26	63	7	4	54	0	0
	2011-2012	35	35	100	89	89	72	31	57	11	<1	35	0	0
Female	2010-2011	24	24	100	88	88	76	42	46	13	<1			
	2011-2012	12	12	100	83	83	78	33	50	17	<1			
Male	2010-2011	30	30	100	90	90	68	13	77	3	7			
	2011-2012	23	23	100	91	91	67	30	61	9	<1			
Caucasian/White	2010-2011	52	52	100	88	88	73	25	63	8	4			
	2011-2012	29	29	100	93	93	73	24	69	7	<1			
African American/Black	2010-2011	1	1	100			52							
	2011-2012	0	0				48							
Hispanic	2010-2011	1	1	100			67							
	2011-2012	0	0				66							
Asian or Pacific Islander	2010-2011	0	0				67							
	2011-2012	4	4	100			75							
American Indian or Native Alaskan	2010-2011	0	0				65							
	2011-2012	0	0				62							
Economically Disadvantaged	2010-2011	6	6	100			60							
	2011-2012	8	8	100			61							
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	4	4	100			33							
	2011-2012	3	3	100			34							
Limited English Proficient	2010-2011	1	1	100			46							
	2011-2012	2	2	100			45							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Conners-Emerson School
SAU: Bar Harbor School Department
Grade: 07



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	59	59	100	76	76	66	17	59	20	3	59	0	0
	2011-2012	56	54	96	87	87	70	26	61	13	<1	54	0	0
Female	2010-2011	28	28	100	89	89	73	25	64	7	4			
	2011-2012	27	26	96	88	88	75	38	50	12	<1			
Male	2010-2011	31	31	100	65	65	59	10	55	32	3			
	2011-2012	29	28	97	86	86	65	14	71	14	<1			
Caucasian/White	2010-2011	53	53	100	74	74	67	15	58	23	4			
	2011-2012	54	52	96	87	87	71	25	62	13	<1			
African American/Black	2010-2011	1	1	100			43							
	2011-2012	1	1	100			52							
Hispanic	2010-2011	1	1	100			52							
	2011-2012	1	1	100			66							
Asian or Pacific Islander	2010-2011	2	2	100			64							
	2011-2012	0	0				73							
American Indian or Native Alaskan	2010-2011	2	2	100			61							
	2011-2012	0	0				60							
Economically Disadvantaged	2010-2011	13	13	100	54	54	52	15	38	31	15			
	2011-2012	8	6	75			59							
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	5	5	100			25							
	2011-2012	4	4	100			30							
Limited English Proficient	2010-2011	1	1	100			40							
	2011-2012	1	1	100			51							

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2012-2013 NCLB Report Card



School: Conners-Emerson School
SAU: Bar Harbor School Department
Grade: 08



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	46	46	100	93	93	72	59	35	7	<1	46	0	0
	2011-2012	55	54	98	85	85	77	33	52	13	2	54	0	0
Female	2010-2011	28	28	100	93	93	78	61	32	7	<1			
	2011-2012	27	26	96	88	88	83	35	54	8	4			
Male	2010-2011	18	18	100	94	94	68	56	39	6	<1			
	2011-2012	28	28	100	82	82	71	32	50	18	<1			
Caucasian/White	2010-2011	42	42	100	93	93	73	57	36	7	<1			
	2011-2012	50	49	98	84	84	78	33	51	14	2			
African American/Black	2010-2011	2	2	100			52							
	2011-2012	1	1	100			54							
Hispanic	2010-2011	0	0				67							
	2011-2012	1	1	100			71							
Asian or Pacific Islander	2010-2011	1	1	100			84							
	2011-2012	3	3	100			77							
American Indian or Native Alaskan	2010-2011	1	1	100			67							
	2011-2012	0	0				66							
Economically Disadvantaged	2010-2011	3	3	100			61							
	2011-2012	14	13	93	69	69	66	31	38	23	8			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	1	1	100			32							
	2011-2012	7	6	86			38							
Limited English Proficient	2010-2011	0	0				49							
	2011-2012	1	1	100			50							

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2012-2013 NCLB Report Card



School: Conners-Emerson School
SAU: Bar Harbor School Department
Grade: 03



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	54	54	100	63	63	61	20	43	28	9	54	0
	2011-2012	52	52	100	81	81	64	29	52	12	8	51	1
Female	2010-2011	23	23	100	57	57	59	13	43	35	9		
	2011-2012	28	28	100	79	79	63	25	54	11	11		
Male	2010-2011	31	31	100	68	68	64	26	42	23	10		
	2011-2012	24	24	100	83	83	65	33	50	13	4		
Caucasian/White	2010-2011	48	48	100	63	63	63	19	44	29	8		
	2011-2012	47	47	100	79	79	65	26	53	13	9		
African American/Black	2010-2011	0	0				30						
	2011-2012	0	0				38						
Hispanic	2010-2011	0	0				49						
	2011-2012	1	1	100			50						
Asian or Pacific Islander	2010-2011	2	2	100			64						
	2011-2012	4	4	100			70						
American Indian or Native Alaskan	2010-2011	2	2	100			59						
	2011-2012	0	0				54						
Economically Disadvantaged	2010-2011	8	8	100			49						
	2011-2012	8	8	100			52						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	10	10	100	30	30	35	<1	30	20	50		
	2011-2012	8	8	100			35						
Limited English Proficient	2010-2011	0	0				29						
	2011-2012	2	2	100			36						

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2012-2013 NCLB Report Card



School: Conners-Emerson School
SAU: Bar Harbor School Department
Grade: 04



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	49	49	100	63	63	60	6	57	18	18	49	0
	2011-2012	52	49	94	63	63	66	24	39	24	12	49	0
Female	2010-2011	28	28	100	64	64	60	4	61	18	18		
	2011-2012	23	20	87	60	60	65	25	35	30	10		
Male	2010-2011	21	21	100	62	62	61	10	52	19	19		
	2011-2012	29	29	100	66	66	67	24	41	21	14		
Caucasian/White	2010-2011	47	47	100	62	62	61	6	55	19	19		
	2011-2012	48	45	94	62	62	67	24	38	27	11		
African American/Black	2010-2011	0	0				31						
	2011-2012	0	0				31						
Hispanic	2010-2011	0	0				48						
	2011-2012	0	0				52						
Asian or Pacific Islander	2010-2011	1	1	100			64						
	2011-2012	3	3	100			71						
American Indian or Native Alaskan	2010-2011	1	1	100			56						
	2011-2012	1	1	100			57						
Economically Disadvantaged	2010-2011	8	8	100			48						
	2011-2012	8	7	88			54						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	4	4	100			31						
	2011-2012	9	9	100			37						
Limited English Proficient	2010-2011	1	1	100			35						
	2011-2012	2	2	100			33						

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2012-2013 NCLB Report Card



School: Conners-Emerson School
SAU: Bar Harbor School Department
Grade: 05



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	37	37	100	78	78	61	43	35	14	8	37	0
	2011-2012	48	48	100	75	75	64	38	38	13	13	48	0
Female	2010-2011	13	13	100	85	85	61	31	54	<1	15		
	2011-2012	28	28	100	79	79	65	32	46	11	11		
Male	2010-2011	24	24	100	75	75	61	50	25	21	4		
	2011-2012	20	20	100	70	70	64	45	25	15	15		
Caucasian/White	2010-2011	30	30	100	80	80	62	37	43	13	7		
	2011-2012	45	45	100	73	73	65	36	38	13	13		
African American/Black	2010-2011	0	0				32						
	2011-2012	0	0				35						
Hispanic	2010-2011	0	0				48						
	2011-2012	0	0				50						
Asian or Pacific Islander	2010-2011	1	1	100			59						
	2011-2012	3	3	100			70						
American Indian or Native Alaskan	2010-2011	4	4	100			60						
	2011-2012	0	0				55						
Economically Disadvantaged	2010-2011	6	6	100			47						
	2011-2012	4	4	100			51						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	3	3	100			30						
	2011-2012	3	3	100			30						
Limited English Proficient	2010-2011	1	1	100			34						
	2011-2012	1	1	100			39						

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2012-2013 NCLB Report Card



School: Conners-Emerson School
SAU: Bar Harbor School Department
Grade: 06



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	54	54	100	72	72	64	26	46	20	7	54	0
	2011-2012	35	35	100	89	89	64	51	37	9	3	35	0
Female	2010-2011	24	24	100	79	79	63	33	46	21	<1		
	2011-2012	12	12	100	92	92	64	42	50	8	<1		
Male	2010-2011	30	30	100	67	67	64	20	47	20	13		
	2011-2012	23	23	100	87	87	64	57	30	9	4		
Caucasian/White	2010-2011	52	52	100	73	73	65	27	46	19	8		
	2011-2012	29	29	100	86	86	66	48	38	10	3		
African American/Black	2010-2011	1	1	100			36						
	2011-2012	0	0				35						
Hispanic	2010-2011	1	1	100			57						
	2011-2012	0	0				51						
Asian or Pacific Islander	2010-2011	0	0				66						
	2011-2012	4	4	100			74						
American Indian or Native Alaskan	2010-2011	0	0				60						
	2011-2012	0	0				52						
Economically Disadvantaged	2010-2011	6	6	100			50						
	2011-2012	8	8	100			51						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	4	4	100			28						
	2011-2012	3	3	100			29						
Limited English Proficient	2010-2011	1	1	100			39						
	2011-2012	2	2	100			37						

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2012-2013 NCLB Report Card



School: Conners-Emerson School
SAU: Bar Harbor School Department
Grade: 07



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	59	59	100	71	71	58	32	39	15	14	59	0
	2011-2012	56	54	96	74	74	61	39	35	11	15	54	0
Female	2010-2011	28	28	100	64	64	59	29	36	14	21		
	2011-2012	27	26	96	73	73	60	38	35	8	19		
Male	2010-2011	31	31	100	77	77	58	35	42	16	6		
	2011-2012	29	28	97	75	75	61	39	36	14	11		
Caucasian/White	2010-2011	53	53	100	70	70	60	28	42	15	15		
	2011-2012	54	52	96	73	73	62	40	33	12	15		
African American/Black	2010-2011	1	1	100			29						
	2011-2012	1	1	100			34						
Hispanic	2010-2011	1	1	100			44						
	2011-2012	1	1	100			52						
Asian or Pacific Islander	2010-2011	2	2	100			62						
	2011-2012	0	0				65						
American Indian or Native Alaskan	2010-2011	2	2	100			52						
	2011-2012	0	0				47						
Economically Disadvantaged	2010-2011	13	13	100	54	54	44	31	23	23	23		
	2011-2012	8	6	75			47						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	5	5	100			22						
	2011-2012	4	4	100			25						
Limited English Proficient	2010-2011	1	1	100			33						
	2011-2012	1	1	100			37						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: Conners-Emerson School
SAU: Bar Harbor School Department
Grade: 08



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	46	46	100	78	78	59	35	43	15	7	46	0
	2011-2012	55	54	98	76	76	60	41	35	13	11	54	0
Female	2010-2011	28	28	100	64	64	58	21	43	25	11		
	2011-2012	27	26	96	73	73	62	38	35	8	19		
Male	2010-2011	18	18	100	100	100	60	56	44	<1	<1		
	2011-2012	28	28	100	79	79	58	43	36	18	4		
Caucasian/White	2010-2011	42	42	100	79	79	60	33	45	14	7		
	2011-2012	50	49	98	73	73	61	41	33	14	12		
African American/Black	2010-2011	2	2	100			32						
	2011-2012	1	1	100			32						
Hispanic	2010-2011	0	0				49						
	2011-2012	1	1	100			48						
Asian or Pacific Islander	2010-2011	1	1	100			71						
	2011-2012	3	3	100			67						
American Indian or Native Alaskan	2010-2011	1	1	100			52						
	2011-2012	0	0				42						
Economically Disadvantaged	2010-2011	3	3	100			44						
	2011-2012	14	13	93	54	54	45	31	23	23	23		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	1	1	100			22						
	2011-2012	7	6	86			21						
Limited English Proficient	2010-2011	0	0				32						
	2011-2012	1	1	100			31						

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2012-2013 NCLB Report Card



School: Conners-Emerson School
SAU: Bar Harbor School Department
Grade: 05



Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	38	38	100	84	84	64	21	63	13	3	38	0
	2011-2012	49	49	100	92	92	62	29	63	6	2	49	0
Female	2010-2011	14	14	100	79	79	64	21	57	14	7		
	2011-2012	28	28	100	89	89	61	21	68	7	4		
Male	2010-2011	24	24	100	88	88	65	21	67	13	<1		
	2011-2012	21	21	100	95	95	63	38	57	5	<1		
Caucasian/White	2010-2011	30	30	100	87	87	66	20	67	10	3		
	2011-2012	46	46	100	91	91	64	28	63	7	2		
African American/Black	2010-2011	1	1	100			32						
	2011-2012	0	0				32						
Hispanic	2010-2011	0	0				50						
	2011-2012	0	0				53						
Asian or Pacific Islander	2010-2011	5	5	100			68						
	2011-2012	3	3	100			62						
American Indian or Native Alaskan	2010-2011	0	0				58						
	2011-2012	0	0				49						
Economically Disadvantaged	2010-2011	8	8	100			53						
	2011-2012	5	5	100			51						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	3	3	100			36						
	2011-2012	5	5	100			32						
Limited English Proficient	2010-2011	2	2	100			36						
	2011-2012	1	1	100			33						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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2012-2013 NCLB Report Card



School: Conners-Emerson School
SAU: Bar Harbor School Department
Grade: 08



Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	45	45	100	89	89	71	56	33	11	<1	45	0
	2011-2012	59	59	100	85	85	72	41	44	15	<1	59	0
Female	2010-2011	27	27	100	89	89	69	44	44	11	<1		
	2011-2012	27	27	100	81	81	70	33	48	19	<1		
Male	2010-2011	18	18	100	89	89	73	72	17	11	<1		
	2011-2012	32	32	100	88	88	74	47	41	13	<1		
Caucasian/White	2010-2011	42	42	100	90	90	72	55	36	10	<1		
	2011-2012	54	54	100	83	83	73	39	44	17	<1		
African American/Black	2010-2011	2	2	100			46						
	2011-2012	1	1	100			42						
Hispanic	2010-2011	0	0				59						
	2011-2012	1	1	100			62						
Asian or Pacific Islander	2010-2011	0	0				73						
	2011-2012	3	3	100			69						
American Indian or Native Alaskan	2010-2011	1	1	100			61						
	2011-2012	0	0				60						
Economically Disadvantaged	2010-2011	2	2	100			60						
	2011-2012	16	16	100	75	75	60	31	44	25	<1		
Migrant	2010-2011	0	0										
	2011-2012	0	0				40						
Students with Disabilities	2010-2011	3	3	100			41						
	2011-2012	7	7	100			41						
Limited English Proficient	2010-2011	0	0				39						
	2011-2012	1	1	100			37						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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2012-2013 NCLB Report Card



School: Conners-Emerson School
SAU: Bar Harbor School Department
Grade: 3-8



Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	E: 98 M: 98	E: 99 M: 99	85	E: 84 M: 85	E: 70 M: 73	98	E: 98 M: 98	E: 99 M: 99	75	E: 71 M: 78	E: 65 M: 62	95	95	95
Caucasian/White	98	E: 98 M: 98	E: 100 M: 99	85	E: 84 M: 85	E: 71 M: 74	98	E: 98 M: 98	E: 99 M: 99	73	E: 70 M: 76	E: 66 M: 63			
African American/Black	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 44 M: 51	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 35 M: 34			
Hispanic	*	E: * M: *	E: 98 M: 99	*	E: * M: *	E: 61 M: 68	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 52 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 76 M: 76	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 70 M: 70			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 58 M: 65	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 59 M: 50			
Economically Disadvantaged	92	E: * M: *	E: 99 M: 99	65	E: 59 M: 71	E: 60 M: 62	92	E: * M: *	E: 99 M: 99	55	E: 45 M: 64	E: 52 M: 48			
Students with Disabilities	*	E: * M: *	E: 98 M: 98	31	E: 36 M: *	E: 34 M: 34	*	E: * M: *	E: 98 M: 98	26	E: 32 M: *	E: 34 M: 26			
Limited English Proficient	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 44 M: 49	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 37 M: 36			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2012-2013 NCLB Report Card



School: Conners-Emerson School
SAU: Bar Harbor School Department



Maine Teacher Quality Data

	Part I: Professional Qualifications					
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	20	8	12	0	1	0

	Part II: Emergency/Conditional Certification
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	2

	Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	10.81

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.